

## BELLS ELEMENTARY

Bells Elementary , 12088 Bells Highway  
Ruffin, South Carolina 29475

**GRADES** K-5 Elementary School

**ENROLLMENT** 336 Students

**PRINCIPAL** Roger Hudson 843-866-2417

**SUPERINTENDENT** Charles W. Gale Jr. 843-549-5611

**BOARD CHAIR** Mrs. Redell Fields 843-549-5772

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	62	43	3

#### IMPROVEMENT RATING:

#### AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

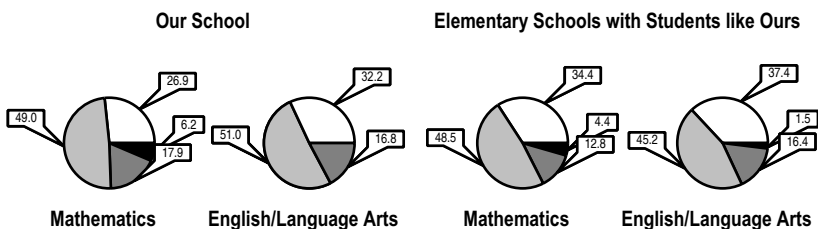
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




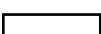
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Below Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	30	45	7
Percent satisfied with learning environment	83.3%	85.4%	I/S
Percent satisfied with social and physical environment	93.3%	86.0%	I/S
Percent satisfied with home-school relations	65.5%	84.1%	I/S

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	153	98.0	32.2	51.0	16.8	N/A	16.8	17.6
Gender								
Male	81	97.5	34.2	46.1	19.7	N/A	19.7	17.6
Female	72	98.6	29.9	56.7	13.4	N/A	13.4	17.6
Racial/Ethnic Group								
White	45	97.8	19.5	53.7	26.8	N/A	26.8	17.6
African-American	106	99.1	37.3	50.0	12.7	N/A	12.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	50.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	129	98.4	30.6	49.6	19.8	N/A	19.8	17.6
Disabled	24	95.8	40.9	59.1	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	153	98.0	32.2	51.0	16.8	N/A	16.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	153	98.0	32.2	51.0	16.8	N/A	16.8	17.6
Socio-Economic Status								
Subsidized meals	131	98.5	36.1	51.6	12.3	N/A	12.3	17.6
Full-pay meals	22	95.5	9.5	47.6	42.9	N/A	42.9	17.6

Mathematics								
All students	153	100.0	26.9	49.0	17.9	6.2	24.1	15.5
Gender								
Male	81	100.0	24.4	51.3	19.2	5.1	24.4	15.5
Female	72	100.0	29.9	46.3	16.4	7.5	23.9	15.5
Racial/Ethnic Group								
White	45	100.0	21.4	40.5	31.0	7.1	38.1	15.5
African-American	106	100.0	29.1	52.4	12.6	5.8	18.4	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	129	100.0	21.3	50.0	21.3	7.4	28.7	15.5
Disabled	24	100.0	56.5	43.5	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	153	100.0	26.9	49.0	17.9	6.2	24.1	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	153	100.0	26.9	49.0	17.9	6.2	24.1	15.5
Socio-Economic Status								
Subsidized meals	131	100.0	27.6	53.7	13.8	4.9	18.7	15.5
Full-pay meals	22	100.0	22.7	22.7	40.9	13.6	54.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	59	N/A	44.1	32.2	23.7	N/A	23.7
	Grade 4	58	N/A	31.0	48.3	20.7	N/A	20.7
	Grade 5	49	N/A	34.7	51.0	14.3	N/A	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	46	95.7	28.2	46.2	25.6	N/A	25.6
	Grade 4	55	100.0	33.3	50.0	16.7	N/A	16.7
	Grade 5	52	98.1	34.0	56.0	10.0	N/A	10.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	59	N/A	50.8	32.2	10.2	6.8	16.9
	Grade 4	58	N/A	39.7	43.1	13.8	3.4	17.2
	Grade 5	49	N/A	42.9	51.0	4.1	2.0	6.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	46	100.0	30.0	32.5	27.5	10.0	37.5
	Grade 4	55	100.0	25.9	48.1	18.5	7.4	25.9
	Grade 5	52	100.0	25.5	62.7	9.8	2.0	11.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 336)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	3.0%	2.4%
Attendance rate	94.4%	Down from 95.2%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.4%	Up from 8.6%	6.1%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.8%	Down from 11.5%	8.4%	8.0%
Older than usual for grade	4.2%	Up from 3.0%	2.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	37.5%	Down from 39.1%	47.1%	50.0%
Continuing contract teachers	83.3%	Down from 91.3%	80.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.9%	Up from 84.8%	82.1%	86.2%
Teacher attendance rate	88.2%	Down from 94.3%	94.9%	95.3%
Average teacher salary	\$38,059	Up 2.8%	\$39,015	\$39,909
Prof. development days/teacher	9.7 days	Down from 10.1 days	13.5 days	11.4 days

School				
Principal's years at school	1.0	No change	3.0	4.0
Student-teacher ratio	13.9 to 1	Up from 13.8 to 1	17.2 to 1	18.9 to 1
Prime instructional time	80.9%	Down from 87.5%	88.5%	89.7%
Dollars spent per pupil*	\$5,562	Up 6.9%	\$6,312	\$5,892
Percent spent on teacher salaries*	73.2%	Up from 71.3%	65.9%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The faculty and staff continues to follow the School Renewal Plan. The strategic plan addresses the need to improve math and reading scores. A minor revision of the School Renewal Plan is being written for the 2003-2004 school year. Parents, teachers and community leaders jointly wrote Academic Assistance Plans for those students who scored Below Basic on the Palmetto Achievement Challenge Test (PACT). These parents, teachers and community leaders met quarterly to discuss student progress towards grade level standards.

The academic program at Bells Elementary continues to improve. The instructional program for kindergarten is the Building Blocks model. The elementary English Language Arts instructional model is Four Blocks. Four Frame Mathematics is the instructional model for elementary mathematics. Bells Elementary is a Title One School and receives additional funds for staff development, parenting and instructional supplies. This year's focus was on math and language arts through the use of Title One Consultants. Although Reading Recovery has been eliminated, selected students were formally assessed in reading. The special area teachers continued to work to meet district and state goals. Reading Renaissance Program continued to be used as a reading incentive program to improve the reading skills of all students.

We have implemented a tracking system to monitor poor school behavior and identify underlying causes. Our parent-school team will continue to work toward solutions.

We have a small group of parents and community members who are actively involved in our PTO and School Improvement Council. We encourage our parents to become more involved in the school and its activities. This year, one of our students was recognized by Governor Sanford as being an exemplary school citizen. We are very proud of our project for helping the homeless. We continue to be involved in our community.

Roger Hudson

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.